

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

Pupil Premium at Tuxford Primary Academy

Tuxford Primary Academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

Tuxford Primary Academy considers the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

Pupil premium strategy

1. Summary information					
School	Tuxford Primary Academy				
Academic Year	2019/20	Total PP budget	£76,560	Date of most recent PP Review	
Total number of pupils	272 + 50 Nursery	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50% boys (4) and 75% (4)girls	65%
Average progress score in reading	-2.0	
Average progress score in writing	-0.8	
Average progress score in mathematics	+1.4	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor communication and language skills – a significant group of pupils enter EYFS with poor speech.
B.	Poor comprehension and reading speed
C.	Low technical and specific vocabulary knowledge and understanding
D.	Children being ‘ready to learn’ – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E.	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.
F.	A lack of regular routines and parental engagement in their child’s education including home reading, homework and having the correct equipment in school, e.g. PE Kit

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children nationally	Attainment gap between PP (school) and children not eligible for PP (national) closes
B.	Increase the progress scores for PP children in reading, writing and maths	Progress scores for PP children increase and they are closer to national

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Subject specialist teachers in maths and English (KS2)	Diminish the difference	PP children had better average progress scores than Non PP children	Continue in Y6 only (cost implications)	£10200
Phonics/reading training for staff (including cover)	Diminish the difference	90% cumulative phonics by end of Y2	Continue with new staff	£4500
Maths and reading resources	Diminish the difference	PP children had better average progress scores than Non PP children	Maths No Problem has been successful in supporting staff and children - continue	£6000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional support for Y1 Phonics	Diminish the difference	Some impact – needs developing	Raise the profile of this role by timetabling specific slots to increase impact	£1150

Language development interventions	Diminish the difference	85.3% achieving ARE in Com & Lang	Although there are no PP pupils in this cohort, this is likely to change as they move through school, therefore continue this support	£1150
Booster classes after school for Y6 pupils	Diminish the difference	Significant impact outcomes in line or better than national	Continue	£1600
Bull frog singing and training	Diminish the difference	Little impact-improved confidence in some children (case study)	We will not continue	£2500
Third Space maths intervention	Diminish the difference	88% pupils achieved ARE (100% PP)	Very effective – continue	£5600

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provision for PP pupils at Breakfast and After School Club	Ensure PP children are 'ready to learn'	Very little impact for high cost	Not continuing	£11,500
Concessions for music, ballet and other paid clubs	Raise aspirations	Very little impact for high cost	Not continuing	£480
Parent support advisor	Improve attendance of PP pupils	PA down to 6.4% from 9.09%	Also a good support for parents	£15,297
Remission for trips (including residential)	Supplement life experiences	Little impact	Will continue but not funded by PP	£750

6. Planned expenditure

Academic year	2019 - 2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop Early Language teaching To include: -Additional deployment of staff to Early Years for C&L interventions -Embedding early communication strategies</p>	<p>Improve % of children leaving EYFS at Nursery & Reception attaining ARE in C&L</p>	<p>Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. Our baseline indicates that a large proportion of our children start school significantly below age typical, particularly in C&L.</p>	<p>QA Use of EExAT</p>	<p>NAM</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Review effective use of feedback To include: -Use of core assessments -Use of EExAT -Parent Portal -Assessment of SEND -Development of feedback policy -JPD</p>	<p>Increase the progress scores for PP children in reading, writing and maths through highly effective and responsive teaching matched to need</p>	<p>Feedback studies tend to show very high effects on learning.</p>	<p>QA Use of QLA</p>	<p>JW/YS/RC NAM</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>

<p>Develop reading comprehension strategies</p> <p>To include:</p> <ul style="list-style-type: none"> -CPD on Reciprocal Reading -Effective use of Star Reader data to inform teaching -Investment in high quality books for whole class teaching / Library (Reading Spine) -Additional deployment of TAs to support reading in Year 3/4 -Reading Recovery intervention 	<p>Improve progress and attainment of PP children in reading</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>Pupil Outcomes QA</p>	<p>MH/ST/CJ</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Develop our curriculum</p> <p>To include:</p> <ul style="list-style-type: none"> -Review & refining all subjects to ensure the curriculum is aspirational and inspirational and that there is a clarity and cohesion to what is to be taught and learnt 	<p>Increase the progress scores for PP children in reading, writing and maths</p>	<p>Children at TPA need to be exposed to the highest possible standard of curriculum so that they have a secure basis of knowledge needed to be active and educated world citizens.</p>	<p>Pupil Voice Review of curriculum planning Book Looks JPD Progress of children</p>	<p>ST</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
Total budgeted cost					<p>£29300</p>
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure early identification of need in EYFS</p> <p>To include:</p> <ul style="list-style-type: none"> -Work with the SDG on early identification of SEND 	<p>Children are accessing the necessary support and intervention from the earliest possible time</p>	<p>We need our children to be accessing the very best support and intervention from the earliest possible time in order to make the best possible outcomes.</p>	<p>Use of new assessment trackers Progress and behaviour of children</p>	<p>RC/NAM</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Targeted academic support</p> <p>To include:</p>	<p>Diminish the difference in attainment gaps between pp / non pp</p>	<p>Attainment gap is not closing quickly or consistently enough</p>	<p>Timetabling of support staff and interventions</p>	<p>JW/MH/ST</p>	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>

-Intervention and additional staff in KS2 - Third Space Maths support	children in reading, writing and maths				
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Total budgeted cost £15500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Empower parents to support their child's learning</p> <p>To include: -Use of WeEduc -Introduction of the Parent Portal on EExAT -Introduction of parent classes -Parents as Partners transition programme</p>	<p>Parents feel empowered to support their child's learning.</p> <p>Parents understand what their child is learning and how they can support them with this.</p>	<p>Parental engagement is consistently associated with pupils' success at school.</p> <p>Currently, there is a general lack of parent support with learning at home</p>	<p>Tracking of number of PP parents engaging Parent feedback</p>	MH/JW/MW	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Access to Family Support Worker/Specialist TA</p> <ul style="list-style-type: none"> - Monitor attendance - TA trained in Emotional Literacy Support - Information provided to parents - Access to play Therapy 	<p>Support is provided for families and children's social, emotional and health needs through Family Support, School Counsellor and pastoral care. Early signposting to support services is effective.</p>	<p>A proportion of our PP children experience SEMH difficulties. Early identification allows families to access the necessary support and intervention in order to provide home environments conducive to happy, healthy lives and learning.</p>	<p>Through agency feedback Through number of cases Through pupil and parent feedback</p>	MW	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>
<p>Enrichment offer</p> <p>To include: -Supporting the cost of enrichment opportunities</p>	<p>Children are provided with equal opportunities to enrichment experiences</p>	<p>Children have limited life experiences.</p>	<p>Tracking of take up of PP children in enrichment offer</p>	KH	<p>Termly -10.12.19 -10.04.20 -10.07.20</p>

Total budgeted cost £21750

7. Additional detail

